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ABSTRACT

One of a series devoted to the topic of career education in transportation, this guide is designed for elementary and junior high school students to use in gaining career orientation. The three units that comprise this guide provide student activities for the three program areas outlined in the teacher's guide, which is published separately (CE 013 877). Unit I deals with the topic of self-concept and asks students to list and assess their interests and abilities. Unit II discusses the needs, attitudes, and aptitudes that affect career choice and through a series of exercises enables students to determine their own; activities are included for orientation to career opportunities in all fields as well as in transportation. Unit III requires students to develop a career exploration plan, using all the various resources at their disposal. (ELG)

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ORIENTATION
TO
CAREERS IN TRANSPORTATION

Student Manual

ED159307

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by

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UNIT I

WHAT YOU THINK ABOUT YOURSELF

This unit in what we might call your search for a right job concerns your self concept — what you think about yourself. (Notice we didn't say the right job. That's because there might be many kinds of work suitable and enjoyable and rewarding for you).

Have you ever studied *you* in school? Chances are you have. And if so, you have probably discussed things like your interests, your abilities, your relationships with other people and your parents. If you can't recall spending much time studying yourself, then there's probably no time like the present to get a start. Think about yourself, getting to know yourself and examining how you relate to the rest of the world around you are all very important, especially in the consideration of what kind of work you will eventually do to support and hopefully enhance your existence. In other words, we are pretty sure that by getting to know yourself a bit better, you will increase your likelihood of eventually finding work which will both support you comfortably and feel good to do.

INTERESTS

Let's start this process of getting oriented by looking at the things you enjoy — your interests. There's a good chance that one common denominator (that is, something you all are interested in) to your interests is work. You probably all enjoy doing things that involve little or no work. Well, we'll examine work later on. Right now let's move beyond this pretty common denominator to the things you do enjoy doing.

How about listing five things you enjoy doing (things you have done, at least once).

_____

_____

_____

_____

_____

_____

If you think about it for a few seconds you will probably realize there are lots of things that look interesting, but which you have never tried. Like flying an airplane or jumping out of one (with a parachute on, of course). Or perhaps sailing on the ocean or skiing down a snowy mountain slope or playing tennis with Billie Jean King or changing clothes in a phone booth and leaping over tall buildings with a single bound. What kinds of things do you think might interest you? What do you daydream about doing when you are bored by school or just feel like dreaming? List a few of them:

_____

_____

_____

_____

_____

_____

One thing about interests — there are many things to do and see and hear and touch and eat and think which you would probably be very interested in, if you only knew of them or have imagined them. We're speaking of exposure — the things you've seen, heard, tasted, smelled, thought, done. You'll probably never know how real your interest in something is until you try it. You should keep this in mind as you consider your interests, as well as the other things which make up your view of yourself. If you don't feel real interested in many things right now, perhaps that is because you are

tired or unhappy or disappointed. If you keep looking for interesting things, you will soon find them. They are all around you. Waiting for you to discover them.

John Holland, a psychologist, has been studying people and how they choose their jobs for years. He believes he has found a definite relationship between people's occupational choice and their personality. There are six basic personality types, according to Dr. Holland. These are: realistic, intellectual, social, conventional, enterprising and artistic. Dr. Holland has developed a vocational interest survey, called the Self-Directed Search. This survey is designed to help people consider their own interests, assess their own abilities and potentials and start relating these to occupational choice. The Self-Directed Search is included in your teacher's materials. If he or she is not able to order copies for the entire class, perhaps the sample included in the teacher's materials could be passed around so you can get a better idea of what Dr. Holland has in mind.

The SDS asks you to check some of the things you consider yourself good at. Can you list some of your abilities below?

_____

_____

_____

_____

_____

_____

_____

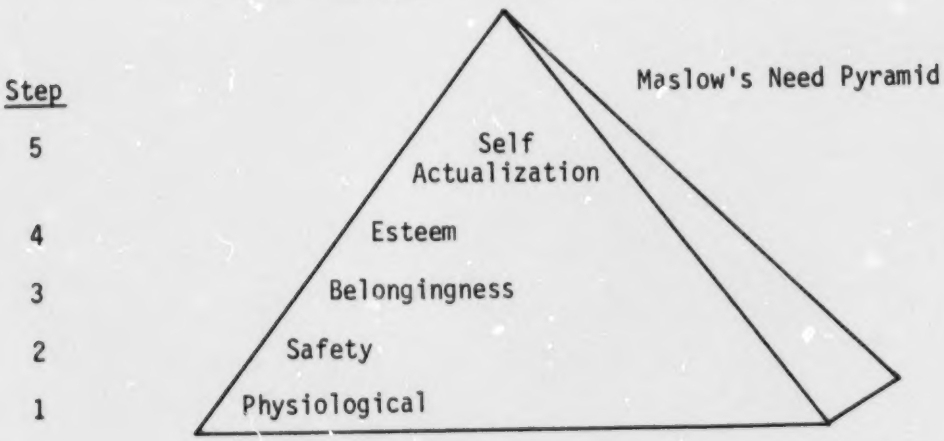
What about your "occupational daydreams"? That's what Dr. Holland calls the different jobs you sometimes dream of doing. Can you list four or five things you think you might like to be when you grow older?

Do you think any of these daydreams have anything to do with the interests and abilities you listed for yourself? Why did you choose to list these particular occupations?

As you progress through this Career Orientation program you will find much information which will require you to reconsider the interests, abilities and aptitudes you have already identified in yourself. You will be called upon to relate what you think of yourself to what you learn about the world of work and specific occupations, with the eventual goal of choosing an occupation for further exploration. To gain an important perspective, we suggest you discuss your concepts of yourself with your classmates, friends and relatives. Ask them to describe you (either on paper for exchanging or verbally) and then take a look at yourself through the eyes of others. Whether or not you are aware of it, your own concepts of yourself are dependent to an extent upon how others see you and what they communicate to you about their perceptions. Discuss this in class or elsewhere. Conversation is a great way to expand your knowledge and understanding.

UNIT II

FITTING OCCUPATIONAL INFORMATION TO YOUR NEEDS, ATTITUDES & APTITUDES



People work to satisfy their needs. So what's new?

Well, studying the meaning of this simple looking statement has been the life's work of many people. Among them is Dr. Abraham Maslow, whose "Need Pyramid" you see above.

Dr. Maslow thinks that EVERYTHING we do is done to satisfy some need that we have. Dr. Maslow's book *Motivation and Personality* explains many of our needs and the behavior we use to satisfy these needs.

Dr. Maslow suggests that all needs of people can be described by 5 basic categories, common to all people. These 5 basic kinds of needs make us all human.

These needs occur in the following order:

1. *Physiological Needs* — Food, water, rest, air, etc. The things which keep our bodies alive. We must meet them or our bodies will die.

2. *Safety Needs* — There are two kinds: the need to be physically safe and the need to be psychologically safe. First we need to stay alive, then we need to be safe.

3. *Belongingness Needs* — These are our social needs; the need to be with, and accepted by, other people; the need to love and be loved. Stay alive, be safe, love and be loved.

4. *Esteem Needs* — Recognition, respect and reputation. We are talking of self esteem and esteem of others toward ourselves.

5. *Self-Actualization Needs* — Achieving our full potential, actualizing ourselves to become what we might be. Thanks largely to our need to concern ourselves with the lower needs, this highest need of people is one that no one ever quite satisfies completely.

According to Dr. Maslow, these 5 basic kinds of needs are what we spend ALL our time satisfying. Our work, rest, play, everything we do is for the purpose of satisfying them. If he is correct, then much of the work of finding a right occupation and preparing for it should be devoted to attempting to find work which will satisfy these needs for you.

> "Some activities are more rewarding than others in helping us meet our needs. The wise person will try to spend his or her time doing those things that are most rewarding. That's one reason why its so important to make a good occupational choice. If you make a poor occupational choice, you will have to do a lot of things that are not satisfying. And in the end, your total life will be less rewarding than it might have been."

The above quotation comes from Jack L. Rettig's book *Careers: Exploration and Decisions*, which contains a very good explanation of Dr. Maslow's theory. A more rewarding book on the subject of work will be difficult for you to locate. Author Rettig precedes an explanation of Dr. Maslow's theory, and its relationship to work, by explaining the difference between a *want* and a *need:*

"To begin, we should understand the difference between a *need* and a *want*. A *want* is a conscious desire for something. If you have a *want*, you know it — whether its a *want* for a vacation trip, a new pair of shoes, a date with so-and-so, or simply a bite to eat. You always are consciously aware of your *wants*."

"A *need* is something different. A *need* is a basic human requirement, but a person may or may not know it exists. In other words, while a *want* always is conscious, a *need* may be conscious or it may be unconscious. If you *need* a drink of water you are likely to know it, but if you *need* to make up a vitamin deficiency,

or *need* recognition from someone, you may not be consciously aware of that. But if Dr. Maslow is right, you will be motivated (driven from the inside) by your *need*, whether you are aware of it or not."

What's all this talk of wants and needs? *Don't people really work for money?*

Yes. But don't we use that money to satisfy our needs and our wants? With money we buy food and clothing and fuel for survival (physiological need) and a substantial bank account would probably help keep us psychologically safe (safety needs).

But can money buy us love or esteem? Will money help us achieve full potential? How much money will it take to satisfy these needs?

Take a guess how much money you would need to earn in a year to fulfill your needs and wants adequately:

$_____

Now, check this against the occupational information available to you for some of the occupations you are interested in (see the *Occupational Outlook Handbook*) for a comparison of expected earnings:

Occupation	Wage or Salary

What does this indicate about your needs and wants, and how much money will it take to meet them? Maybe only that you are overestimating or underestimating your needs and wants or mistaking needs for wants. Or maybe you have a pretty realistic outlook on these. Whatever, it should prompt you to more exploration and discussion (with other students, teachers, counselors, parents).

Try defining certain of your specific needs according to the 5 basic categories of Dr. Maslow:

1. Psychological: _____

_____

_____

_____

2. Safety: _____

_____

_____

_____

3. Belongingness: _____

_____

_____

_____

4. Esteem: _____

_____

_____

_____

5. Self Actualization: _____

_____

_____

_____

How do you look upon some of the occupations in which you are interested as capable of meeting the above needs? Can you write a paragraph about one particular occupation's capabilities for doing this: Be sure to include all five kinds of needs. (Use an extra sheet of paper if you need more space.)

Occupation: _____

_____

_____

_____

_____

_____

_____

Another very good book is Celia Denues' *Career Perspective: Your Choice of Work*. In chapter 3, "Choosing the Possible", the author discusses job expectations in another light. She suggests that "a set of standards can serve as a guide as you develop your career." She suggests that for each of us the set of standards is different. In other words, the needs we seek to satisfy and the means we employ to satisfy them depend upon who we are.

One group of students, who wrote down some standards for judging a job, listed these considerations as being "unendurable":

1. Poor pay
2. Unreasonable employer
3. Unpleasant working conditions
4. Suspicious co-workers
5. Long or irregular hours
6. Distasteful work

What do you think of this list? Can you add any "unendurables" of your own?

_____

_____

_____

_____

_____

_____

Discuss each of the considerations listed above and try to relate them to your own occupational objectives.

Draw lines matching the occupations at right with their appropriate occupational cluster at left and discuss with the remainder of your class.

Clusters	Occupations
Transportation	Carpenter
Agri-Business	Fire Person
Manufacturing	Actor
Public Services	Dairy Farmer
Fine Arts and Humanities	Radiologist
Construction	Airline Pilot
Marine Science	Biologist
Health	Quality Control Specialist

Can you think of three or four more occupations for each cluster? Write them in the space below.

Construction:_____ Fine Arts and Humanities:_____

_____ _____

_____ _____

_____ _____

Transportation:_____ Business and Office:_____

_____ _____

_____ _____

_____ _____

Manufacturing:_____ Communications:_____

_____ _____

_____ _____

_____ _____

There are, of course, many ways to classify people and things and occupations. Discuss systems of classification, and how and why they are established, with the remainder of the class or in small groups. This is an important topic, since almost everything falls into some sort of classification system. For instance, you are classified thusly:

Student
Son or Daughter
Homo Sapiens (what's that?)
Male or Female

Can you think of any other ways in which you could classify yourself and others? Write them down.

_____

_____

_____

_____

_____

Recalling the occupational daydreams you listed previously (Unit I), review them, rewrite them here and try classifying them into appropriate occupational clusters below. Do any seem to possess the possibility of being classified in more than one cluster?

Occupational Daydream	Occupational Cluster
_____	_____
_____	_____
_____	_____

Occupational Daydream	Occupational Cluster

How about the ambulance driver and attendant? Would they fall into Health or Transportation? There might be a good argument for either. In fact, it is possible several occupations could be cross-classified. The important thing is to discover how and why we classify (especially occupations) and to remember that all classification systems are purely arbitrary. (what does that mean?)

The more information you have, the easier it is to make a good decision, provided the information is both accurate and relevant.

What kind of information do you suppose is relevant in considering an occupation? Why not consider this question in terms of what others (the experts) consider relevant?

Try looking up some of your occupational daydreams in the *Occupational Outlook Handbook*. What kinds of information do its authors seem to consider relevant? (Hint: look at the headings to each occupational description). Record some of this information on your top 3 occupational daydreams below. (Use another sheet of paper if you need more space.)

The *Occupational Outlook Handbook* is one of the most useful sources of occupational information available to you. Use it often. As you become familiar with it, notice how the information is arranged. The descriptions of each of the approximately 800 occupations covered talk about such things as:

Nature of Work
Places of Employment
Training, Other Qualifications and Advancement
Employment Outlook
Earnings and Working Conditions
Sources of Additional Information

The information contained under these headings is just what the authors think a person would want to know in searching for an occupation.

Where do the needs you previously identified fit in with these six categories of occupational information? Can you carry this process a step further and compare some of your needs with the information you have acquired under the above six headings for some of your more favorable occupational daydreams? Do these occupations meet most of your needs as you now see them? This is very important, so take some time to ponder it. If you think some of the occupations you have considered desirable up till now might not make it, as far as your needs go, then perhaps some reconsideration is a good idea.

Write down some of the things you are now considering or reconsidering:

_____

_____

_____

_____

_____

_____

_____

You might want to acquaint yourself with the *Dictionary of Occupational Titles'* coding system for identifying how much involvement occupations have with people, data and things. This information would be especially useful in terms of Dr. Holland's previously mentioned emphasis on personality types in occupational choice. Remember the definitions for those six personality types? Refer back to them. Now write down an occupation you are interested in:

Occupation:_____

Look it up in the *DOT*, or the *OOH* and see what degree of involvement with people, data, and things there is. Write it down:

People:_____

Data:_____

Things:_____

Can you find any relationship between this information and the Holland personality type? What is it?

_____

_____

_____

_____

On the top of the next page list three occupations you are interested in and circle a degree of involvement with people, data and things for each. Then try to classify each into one of Dr. Holland's personality types.

Occupation	Involvement Most to Least					Personality Type
	People	5	4	3	2	1	
_____	Data	5	4	3	2	1	_____
	Things	5	4	3	2	1	
	People	5	4	3	2	1	
_____	Data	5	4	3	2	1	_____
	Things	5	4	3	2	1	
	People	5	4	3	2	1	
_____	Data	5	4	3	2	1	_____
	Things	5	4	3	2	1	

Of course, more information must be considered to accurately classify occupations — as Dr. Holland has done with not only the occupational titles in his *SDS Occupations Finder*, but all occupations in the *DOT* — but this exercise should help you to see the importance of considering the degree of involvement you would have with people, data and things in the occupations you are considering. If you aren't especially keen on working with people — something you may have learned about yourself through school work and outside activities — then you should probably not set your sights on being an athletic coach, a teacher, a bartender or a minister without quite a bit of further consideration.

At this point, it would be a good idea to acquaint yourself with an excellent book: *Working* by Studs Terkel. If your school library doesn't have it, try the public library or your teacher. Almost any paperback book stand will have it too. Read some of the interviews Studs Terkel has conducted with working people. They have some very interesting and surprising things to say about many of the considerations we have discussed. Many people seem to have discovered things about their jobs too late. Had they known them prior to getting the job, they might never have tried such work. For instance, had the truck driver known of the tension and stress involved in handling a big rig, he might have chosen another livelihood.

The bank teller isn't too excited by the lack of consideration others give her daily, or by other conditions she describes as dehumanizing.

Social workers are frustrated by paper work and too little progress.

Airline Stewardesses get tired of fending off chauvinistic men and they are also impatient with the pettiness of many travelers.

People everywhere have good things and bad things to say about their jobs. *Working* is a good collection of these attitudes of people toward work. Read some of it, if you can get hold of a copy. Does it make you want to check things out a little further on the occupations you've been considering? Some you might not have considered until now?

How does all this (attitudes of people as expressed in *Working*) relate to the interests and abilities we previously self-defined?_____

_____

The relationship of our needs and work?_____

_____

Will any old job fill most of these needs?_____

_____

What does *Working* say about career preparation? Do you think some of the workers interviewed might have done better and been happier had they spent more time finding out about themselves before seeking employment?

It is difficult to put all the pieces of this puzzle (finding a right job) together — matching your interests, abilities, expectations, needs, etc. with available jobs. Actually trying some of the jobs you might be considering would be extremely helpful. Whenever possible, this direct contact with the world of work would be best. If you cannot get employment in or around a position you desire, then any other kind of exposure will benefit you.

Field trips, individual trips, cooperative education programs, volunteerism, and interviews with workers are all other means of gaining direct contact with the working world. Try some and be observant of the things people are doing and how they seem to feel about doing them.

TRANSPORTATION

The following activities (and the resources also listed in this unit) are suggested as possible means of helping you to learn more about the functions, resources, problems and PEOPLE of transportation. Considering the influence it exerts on our daily lives (bringing food, clothing, fuel and lots else to us and taking us places we wish or need to go), the study of transportation and the people who make it go can be very interesting. It might lead eventually to your discovering you would like to work in some transportation-related occupation, of which there are hundreds with all kinds of duties, skills, potential, etc. If studying transportation interests you, perhaps you will want to continue your study/search by engaging in career exploration within the transportation cluster.

--Refer to the listing your teacher has of Associations, Organizations, Trade Unions, Companies, and other groups which will furnish free or close-to-free materials upon request. Many of these organizations will take considerable interest in your requests and cooperate in a variety of ways. Take advantage of these and other community resources. They have much to offer. Communication with them now will boost your confidence, provide some helpful and interesting information and help in many other ways.

You might start by writing to several of these organizations or groups requesting information of a general nature and/or specific information on occupations you are interested in. Your English teacher might be interested in your letter-writing efforts, as well as the replies you receive, so be sure to share your letters with him or her.

--More general information on transportation is contained in the resources your teacher has for this unit. Preview one or more of the films suggested. Discuss the film in class and explore the potential of group reports, or research projects on some aspects of transportation suggested by the film. The history of transportation could be explored. Current transportation or transportation of the future suggest unlimited potential for interesting research.

--Examine the total transportation system of your community. Study its makeup, its projected change, its current pitfalls, etc. Make a class project of designing feasible systems for the future to alleviate community problems related to transportation. Design and build models to illustrate your changes. Write research reports to substantiate the need for change and describe your plans for dealing with it.

--Construct models of transportation systems of the future. Be sure to research your project thoroughly.

--Examine an automobile, ship, airplane, truck, train, etc. in terms of the people (jobs) involved in operating, servicing and scheduling the vehicle. You will be surprised at the number of people and variety of skills involved. Refer to a copy of *Intermodal Career Education*. What this long title means is this is a book which breaks transportation down into the groups of occupations involved. Can you think of or find out about an occupation for each of the twelve groups? Can you list some of the things you would expect the persons in those occupations to do? (The *OOH*, *DOT* and other resources listed in this unit will help.)

1. *Vehicle Operation Services*

   Occupation:_____

   Description of Work:_____

   _____

   _____

   _____

2. *Passenger Services*

   Occupation:_____

   Description of Work:_____

   _____

   _____

   _____

3. *Maintenance Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

4. *Management Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

5. *Environmental Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

6. *Regulatory Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

7. *Data Management Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

8. *Vehicle Support Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

9. *Marketing Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

10. *Safety and Security Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

11. *Systems Planning Services*

Occupation:_____

Description of Work:_____

_____

_____

_____

12. *Distribution Services*

Occupation: _____

Description of Work: _____

_____

_____

_____

UNIT III

A CAREER EXPLORATION PLAN

Now may seem awfully early to be considering what you will be doing when you leave school, either by choice or of necessity. However, you have been adequately acquainted with the need to begin making your plans to know that gaining some direction NOW might save quite a bit of backtracking or wasted effort and time later.

Having considered such things as your interests, abilities, needs, wants and values, it is time to integrate these considerations into a tentative career plan. So choose one occupation (or more, if you like) and obtain as much useful information as you can, including:

Occupational title_____

Cluster_____

Years of education/training required_____

High School courses required or helpful

_____ _____

_____ _____

_____ _____

_____ _____

Education and/or training after high school

_____

_____

Places where education/training after high school is available

Describe the type of work performed by this occupation:

Describe the working environment of this occupation

Is the demand for this occupation greater in any part of the country?

What are the opportunities for advancement?

Why do you consider this a desirable occupation? (write a paragraph or more)